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AP CollegeBoard

AP German Language and Culture

Sample Student Responses and Scoring Commentary

Inside:

- ☑ Task 4 — Cultural Comparison
- ☑ Scoring Guideline
- ☑ Student Samples
- ☑ Scoring Commentary

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2017 SCORING GUIDELINES

Identical to Scoring Guidelines used for French, Italian, and Spanish Language and Culture Exams

Presentational Speaking: Cultural Comparison (Task 4)

Clarification Notes:
The term "community" can refer to something as large as a continent or as small as a family unit.
The phrase "target culture" can refer to any community, large or small, associated with the target language.

5: STRONG performance in Presentational Speaking
- Effective treatment of topic within the context of the task
- Clearly compares the student's own community with the target culture, including supporting details and relevant examples
- Demonstrates understanding of the target culture, despite a few minor inaccuracies
- Organized presentation; effective use of transitional elements or cohesive devices
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax, and usage, with few errors
- Mostly consistent use of register appropriate for the presentation
- Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) improves comprehensibility

4: GOOD performance in Presentational Speaking
- Generally effective treatment of topic within the context of the task
- Compares the student's own community with the target culture, including some supporting details and mostly relevant examples
- Demonstrates some understanding of the target culture, despite minor inaccuracies
- Organized presentation; some effective use of transitional elements or cohesive devices
- Fully understandable, with some errors that do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax, and usage
- Generally consistent use of register appropriate for the presentation, except for occasional shifts
- Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) usually improves comprehensibility

3: FAIR performance in Presentational Speaking
- Suitable treatment of topic within the context of the task
- Compares the student's own community with the target culture, including a few supporting details and examples
- Demonstrates a basic understanding of the target culture, despite inaccuracies
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax, and usage
- Use of register may be inappropriate for the presentation with several shifts

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• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
• Clarification or self-correction (if present) sometimes improves comprehensibility

2: WEAK performance in Presentational Speaking
• Unsuitable treatment of topic within the context of the task
• Presents information about the student's own community and the target culture, but may not compare them; consists mostly of statements with no development
• Demonstrates a limited understanding of the target culture; may include several inaccuracies
• Limited organization; ineffective use of transitional elements or cohesive devices
• Partially understandable, with errors that force interpretation and cause confusion for the listener
• Limited vocabulary and idiomatic language
• Limited control of grammar, syntax, and usage
• Use of register is generally inappropriate for the presentation
• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility
• Clarification or self-correction (if present) usually does not improve comprehensibility

1: POOR performance in Presentational Speaking
• Almost no treatment of topic within the context of the task
• Presents information only about the student's own community or only about the target culture, and may not include examples
• Demonstrates minimal understanding of the target culture; generally inaccurate
• Little or no organization; absence of transitional elements and cohesive devices
• Barely understandable, with frequent or significant errors that impede comprehensibility
• Very few vocabulary resources
• Little or no control of grammar, syntax, and usage
• Minimal or no attention to register
• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility
• Clarification or self-correction (if present) does not improve comprehensibility

0: UNACCEPTABLE performance in Presentational Speaking
• Mere restatement of language from the prompt
• Clearly does not respond to the prompt; completely irrelevant to the topic
• "I don't know," "I don't understand," or equivalent in English
• Clearly responds to the prompt in English

NR (No Response): BLANK (no response although recording equipment is functioning)

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Task 4: Cultural Comparison

Note: Student samples are quoted verbatim and may contain grammatical errors. In the transcripts of student speech quoted in commentaries, a three dot ellipsis indicates that the sample has been excerpted. Two dots indicate the student paused while speaking.

Overview

This task assessed speaking in the presentational communicative mode by having students make a comparative oral presentation on a cultural topic. Students were allotted 4 minutes to read the topic and prepare the presentation and then 2 minutes to deliver the presentation. The response received a single, holistic score based on how well it accomplished the assigned task. The presentation needed to compare the student's own community to an area of the German-speaking world, demonstrating understanding of cultural features of the German-speaking world. Furthermore the presentation had to be organized clearly.

In this exam, within the theme of Personal and Public Identities (*Persönliche und Öffentliche Identität*), students were asked about the role of regional cultures, as manifested, for example, in dialects, eating habits and traditions, in their communities (*Welche Rolle spielen regionale Kulturen (z.B. Dialekte, Essgewohnheiten, Traditionen, etc.) in Ihrem sozialen Umfeld.*) In their oral presentations, students compared perspectives on this question in their home community with those in a German-speaking region and were also invited to describe their own observations, experiences, or what they had learned in school.

Sample: 4A
Score: 4

Transcription of Student Response

Guten Tag, liebe Zuhörer. Heute spreche ich über die Rolle regionaler Kultur in meiner sozial Umfeld und in Deut Österreich. Österreich hat sehr viel Dialekte und Traditionen. Die Dialekte in die Bergen sind anderen als zums Beispiel und Wien. Dialekten macht mehr individuelle Tradition. In Klosterneuburg, zum Zeit, zum Beispiel, sie hat ein Winterfest für lokale W Wein. Alle die Berge kommt von Musik und Essen. Es zeigt, dass in Österreich sie lieben Traditionen. Auch, sie trach Dirndl und Lederhosen für ihre uhm Umgebung. Jedoch, in den USA wir haben viele Einfluss von anderen Kultur. Die ganzen Welt hat ein Einfluss hat ein Einfluss hier in den USA. Wir sah, wir schätzen anderen Kultur und macht unser eigener Tradition von anderen Tradition. . . Hier in die USA, wir auch sind immer zusammen. Wir haben keinen eigene traditionell Kleidung für anderen Bunder. Uh wir haben keine Dirndl oder keine Lederhosen, und uh das zeigt, dass in den USA wir sind immer zusammen . . Auch, in Österreich sie haben uh eigene Ei, Essgewohnheiten in die anderen Regionen. Uhm es zeigt, dass uhm . . sie schatzen die individual Regionen, und das ist sehr wichtig für ihren Kultur und uhm in Österreich, zum Beispiel, uh sehr viel Kinder hat traditionell Dirndl und uh Lederhosen und sie lernt traditionell

Commentary

This response is a good performance in Presentational Speaking that constitutes a generally effective treatment of the topic within the context of the task. This response compares the student's own community with the target culture by using concrete examples ("*Klosterneuburg*"; "*Winterfest*") with some supporting details and mostly relevant examples and thus demonstrates some understanding of the target culture. The student does not elaborate on the role of the festivals and dialects, but simply states that they are different in the various Austrian regions. The student also claims that the culinary habits are different, but doesn't provide a relevant example. The presentation is organized with a main idea (comparing Austria to the U.S.), three supporting subtopics, and transitional elements ("*zum Beispiel*"; "*auch*"; "*Jedoch*"). The response is fully understandable, but it lacks ease and clarity of expression. There is general control of grammar, syntax, and usage, with some errors which do not impede comprehensibility (subject–verb agreement errors; verb conjugation errors). The response displays varied and generally appropriate

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Task 4: Cultural Comparison (continued)

vocabulary and idiomatic language ("*schätzen*"; "*in den USA*"). The student's pronunciation, intonation, and pacing make the response mostly comprehensible, and the occasional self-correction usually improves comprehensibility. This response received a score of 4.

Sample: 4B
Score: 3

Transcription of Student Response
Regionale Kultur spielt ah eine große Rolle in sozialen Umfeld. Du bist ah Freunde mit Leute, dass du kannst ah Kontakt haben. Im Deutschland ich weiß, dass da sind viele Dialekten ah und ich weiß dass viele Dialketen sind schwer zu verstehen als andere un den is schwer zu sozialen weil vielleicht du kannst nicht wirklich verstehen was andere Leute sagen. Und das auch gibt in den USA, weil da sind auch Dialekten, das uhm normalweise Kultur kann nicht verstehen es auch is schwer zu Kontakt haben weil du vielleicht kann nicht verstehen die Leute. Und es ist nicht nur ah über dialect ah Kultur auch ist wichtig und mit ah Kultur du kannst mehr über sprechen das und du kannst sprechen über deine Kultur, eine andere kannst sprechen über ihre Kultur und es is es is leichter zu sozial haben, weil du kannst sprechen über was is gemeinsam, was ist gleich, was ist anders und du kannst verstehen die Leute und eh du kannst wissen, was ihren Leben sind und es ist gut zu sprechen mit an mit andere Leute von anderen Kutluren, weil weil du siehst, wei dass die Welt ist wriklich anders und sehen das andere Leute

Commentary
This response constitutes a fair performance in Presentational Speaking and a suitable treatment of the topic within the context of the task. The presentation compares the student's region (U.S.) with the German speaking world in general terms. The student touches on the regional aspect of the languages when talking about dialects and how important they are for social interaction, contacting others, and how it might be hard to understand each other if the dialects differ. In addition the student mentions that people with the same culture have more in common and can be social with one another. The student demonstrates a very basic understanding of German culture by stating that Germany has many different dialects and makes the comparison to the U.S., but the response includes only a few details and examples. The presentation is somewhat organized with a few transitional elements ("*normalweise*"; "*weil*"). The response is generally understandable; repetition clarifies the student's points, but it also highlights the basic nature of the vocabulary and idiomatic language. There is some control of grammar, syntax, and usage (correct use of modal verbs, attempted relative and subordinating clauses that are occasionally correct). Pronunciation, intonation, and pacing make the response generally comprehensible, and the occasional clarifications improve comprehensibility. This presentation received a score of 3.

Sample: 4C
Score: 2

Transcription of Student Response
Ich denke, dass regionale Kultur spielt eine sehr große Rolle in meinem sozialen Umfeld. Jedermann ist andere danken zu regionale Kultur. Wo ich lebe, meine Freunden denken, dass ins Kino macht sehr Spaß. Wir sehen eine Film jede Woche, aber in Berlin, wo meine andere Freund Hans wohnt, sie denken, dass ins Kino sehr langsam sein. Sie gehen zu es nie. . . Auch uh wir haben keines Oktoberfest, weil wir in Deutschland nicht sind. Das macht sehr Spaß, aber wir machen es nicht. . . Auch . . wir feiern Ostern sehr ander, aber es ist Ostern. Wir haben keine Schuhe mit Bonbon hier, aber das ist in Deutschland. Wir denken über es ander und das ist sehr cool.

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Task 4: Cultural Comparison (continued)

Commentary

This response is a weak performance in Presentational Speaking that constitutes an unsuitable treatment of the topic within the context of the task. This response presents information about the student's own community and the target culture (youth culture and going to the movies) but hardly compares them, apart from saying that they are different. This presentation consists mostly of statements with no development and demonstrates limited organization. This student shows a limited understanding of the target culture ("*Oktoberfest*"; "*Kino*"; "*Ostern*") and the student's statement about Easter and the candies in the shoe is not accurate. The presentation is partially understandable with errors that force interpretation ("*ins Kino sehr langsam sein*"; "*Wir denken über es ander*"; "*und das ist sehr cool*"). The response displays limited vocabulary and idiomatic language and limited control of grammar, syntax, and usage. The student's pronunciation and syntax make the response difficult to comprehend at times. This response received a score of 2.

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